

## **Leading a Team to Unpack Curriculum Standards, Stage 1 – Identifying Desired Results**



**GEORGIA'S LEADERSHIP INSTITUTE  
FOR SCHOOL IMPROVEMENT**

**A Performance-based Learning Module  
for Georgia's Educational Leaders**

# Module at a Glance

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# Progress Tracker

## Before Beginning this Module

Work with your Coach to determine the order in which you will complete the topics, and write in the appropriate numbers in the Order column.

**NOTE: The recommendation for this module is that you complete the topics in the order they appear – so, this information has already been filled in for you below.**

## When You Complete this Module

When you have “passed” your Final Assessment, you will have completed this module. Congratulations! Have your Coach sign off in the space provided below, then include this page in the evidence you submit to your Portfolio.

Order	Topic	Date Completed
1	Identifying the Big Idea	
2	Identifying the Enduring Understandings	
3	Identifying Essential and Key Questions	
4	Identifying Knowledge and Skills	

## Module Completed – Congratulations on Your Performance!

Date of Final Assessment Performance:	
Performer's Name	Performer's Signature
Coach's Name	Coach's Signature

# Module Objective

**Module Objective** After working through this module and practicing the skills / behaviors it contains, the team will be able to perform the objective below.

Given this...	Do This...	To Meet These Criteria...
<ul style="list-style-type: none"><li>• A curriculum standard (by grade level and content) that needs to be “unpacked”</li><li>• A group of teachers assigned to the specific content area/grade level that matches the standard</li><li>• Materials for working together as a group: Flipcharts or white board, markers, highlighters, pens or pencils, paper</li></ul>	<p>“Unpack” the standard to identify:</p> <ul style="list-style-type: none"><li>• The Big Idea</li><li>• The Enduring Understandings</li><li>• The Essential Question and Key Questions</li><li>• The Knowledge and Skills needed to master the standard</li></ul>	<ul style="list-style-type: none"><li>• The detailed task performance criteria as listed on the <b>Performance Checklists</b> located in the Practice(s) and Final Assessment</li><li>• GLISI’s criteria for how to work effectively as a team leader/facilitator as listed on the <b>Feedback Form</b> located in the Final Practice and Final Assessment.</li></ul>

# Module Overview

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## How To Use This Module

This performance-based module can be used in a variety of ways.

If you are an individual learner (such as an incumbent or aspiring leader, perhaps in GLISI's Rising Stars program), you can work through this module on your own. It is a best practice (endorsed by the Georgia Department of Education) not to unpack standards by yourself – that is, you should always work through the process at least with a small team. When you complete this module's Practices, you should ask a small team of peers to work through the steps with you – however, your focus will remain on the process, and not on the skills related to facilitating a team. Then, in the Final Practice, you will lead a team through the entire process – and, you will begin practicing and getting feedback on your facilitation skills.

Alternatively, this module can be used by a team of teachers and leaders in a school setting. In this case, each Practice can be worked through by the team as a group. For your convenience, we have included in Appendix D, sample agendas you can use to structure these group learning sessions around the content presented in each topic of this module.

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## What is a Standard?

A standard is a general statement of the learning outcome, which also includes "elements" statements which are explicit, grade specific statements of what the student should know and be able to do. Standards can be content-based (knowledge) or performance-based (skills). The standard is the desired result of what students should know and be able to do.

There are two types of standards (Glatthorn, 1998):

- **Content standards** identify what students should know and be able to do
  - **Performance standards** explain the level of achievement expected for the content standard
-

**Unpacking Curriculum Standards**

Unpacking curriculum standards is a three-part process that most researchers agree is the best instructional design for teaching and learning.

- In **Stage 1 – Identifying Desired Results** you will learn to analyze a standard to dissect its components into small bytes of learning – by identifying its Big Ideas, Enduring Understandings, Essential Questions and Key Questions, and Knowledge and Skills.
- **Stage 2 – Assessment** will help you investigate the assessment phase which evaluates what students know and how well they do their work. Assessment evidence helps to determine the extent to which your students have met the desired results.
- In **Stage 3 – Instructional Design** you will engage teachers in the development of instructional units that specify exactly the amount of time intended for the study of the standard(s) and allows for sequencing and prioritization for the essential learning. Researchers call this process “backward design” which effectively defines what students should know and be able to do beginning with the end in mind. (Marzano, 2004).

Unpacking standards will help you and your team make good decisions regarding how to structure and align curriculum, assessment and instruction for deeper understanding of the content for all students.

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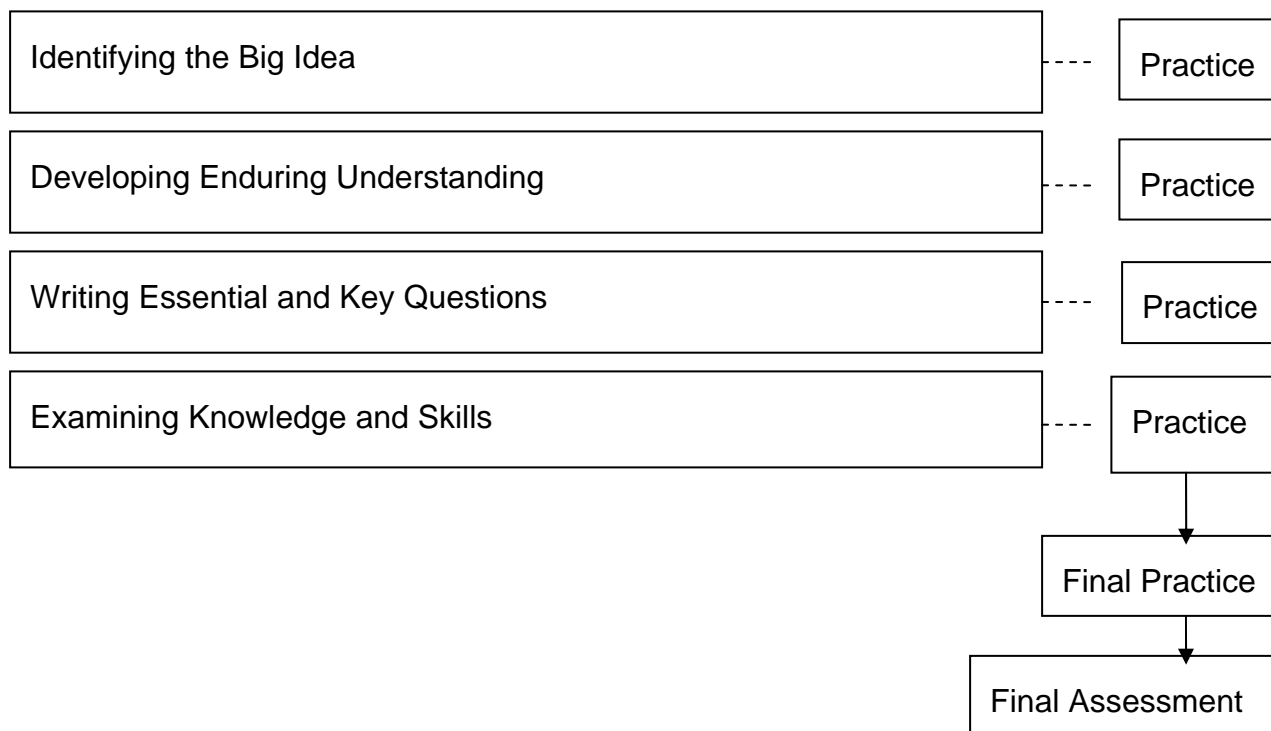
**Stage 1 – Identifying Desired Results**

This module will guide you through **Stage 1 – Identifying Desired Results** of unpacking curriculum standards.

Subsequent modules will guide you through the other stages of unpacking standards, including how to lead teams through those processes.

In the chart below, you will see the topical sequence that will be followed in this module:

**Unpacking Standards Process: Stage I – Identifying Desired Results**



### Can I See A Sample?



An example of an “unpacked” standard is included in Appendix A of this module for your reference.

Each time you see this symbol, turn to Appendix A to view an example of the topic being discussed.

### Why is Unpacking Standards Important?

- **The unpacking of standards – and the time allocated for teacher to perform this work – are critical to increasing student performance.**
  - When teachers know WHAT to teach, HOW to teach it, and have sufficient TIME TO PLAN together, the results should markedly increase student achievement.
  - The process of unpacking standards requires that teachers collaborate. Teachers must work together to determine which standard(s) align with the required curriculum; and to clearly identify for themselves what are the desired results for each standard.
- **Opportunity to Learn (OTL) is ranked number one as having the strongest relationship with student achievement.** Opportunity to Learn is based on a guaranteed and viable curriculum which insures there is clear guidance as to what teachers are expected to teach within the course at the specific grade levels, with the understanding that teachers have no options to disregard or displace the content. (Robert Marzano, 2003, What Works in Schools p. 22 ). In Georgia, Unpacking Standards is the reform model for curriculum development.
- **Big Ideas, Essential Questions and Enduring Understandings are considered the “conceptual organization of curriculum content.”** (Wiggins, McTighe, UBD 2004)
- **Unpacking Standards, Stage 1 frames the essential content so that the Big Ideas and Enduring Understandings are the focus of what students should know (knowledge) and do (skills) to answer the most relevant questions about the content (Essential and Key Questions).**

The process allows aspiring leaders to identify essential content, prepares students for the assessment, and creates learning opportunities. It aligns the most effective teaching strategies and methods with the most important content. It also insures that time is spent productively, teaching time is carefully planned, and learning expectations are consistent for each child.



**What's In It For Me (WIIFM)?**

The value to you, as the leader of the standards unpacking process, includes:

- You will be proficient in the process to lead your school through the curriculum reform schedule recommended by the state department of education
- You will have a cadre of trained educators who can unpack standards to guide assessment and instruction

The value to the educators on your team is an array of standards that are dissected into smaller bytes of learning that can be combined with other standards to create various performance assessments and instructional units.

The value to the instructional staff is a collection of standards by grade level and content area that have been unpacked and will be available for adaptation by all staff.

**What is the Leader's Role?**

As the leader, you will provide leadership in reducing the amount of content teachers are required to teach, by leading them to unpack the standards. You are responsible for guiding the faculty to analyze the standards and elements to identify and disaggregate the smaller bytes of knowledge-- the major concepts and ideas, to establish the difference between what the student should know and what the student should do, and to determine what questions must be answered in order to insure full understanding of the standard.

Additionally, you must insure that teachers have time to unpack standards. The three-step process of unpacking standards is time consuming and leaders must insure that time is allocated for teachers to perform this work which is critical to increasing student academic achievement. Unpacking standards will result in a product that will serve as the framework for the curriculum that should be taught.

**What are the Results of This Task?**

When the task of Unpacking Curriculum Standards, Stage 1: Identifying Desired Results is performed, you can expect the following results:

**Tangible Results:**

- Content objectives by grade level by subject area that describe specifically what students must know and be able to do in order to master each standard.
- Tools for unpacking performance standards that standardize the process within the school/system.
- A “photo-album” approach to monitor, assess and evaluate student progress (GDOE)
- A tool for organizing and prioritizing the smaller bytes of learning within the standard to maximize teaching and learning.

**Intangible Results:**

- Increased student achievement as a result of teachers knowing WHAT to teach, HOW to teach it and having sufficient time to plan together.
- A process of collaboration within the team structure to achieve consensus and interpretation about the intent of the standard.
- A method for broadening the understanding of performance standards by breaking the content into smaller bytes of learning to gain greater clarity of what needs to be taught within each standard.
- A clear and consistent learning experience for students.

**Does Educational Context Matter?**

The impact of unpacking performance standards is equal and equitable for any school or system whether rural, urban or suburban. Standards-based instruction, when implemented properly, will positively impact instruction for all subgroups of students. In fact, students in more challenging situations may demonstrate greater overall school performance when standards-based instructional strategies are used.

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**Tip(s)**

- Before beginning the process of unpacking standards, identify one standard with which to work. The process can be overwhelming if you fail to narrow the scope for yourself and your team.
  - Identify a group of teachers representing every grade level and each content area to unpack the standards during the summer in preparation for school to begin in the fall.
  - The team you select will need to be trained in the stages and steps in the unpacking process. Once you have learned the process yourself, you can use this module to teach others. When setting meetings for your team, be sure to include time at the beginning of each meeting to provide training on the task at hand.
  - Create organizational arrangements that provide your unpacking team(s) sufficient, uninterrupted time to work collaboratively to unpack standards. Unpacking standards will promote discussion and collaboration within the grade level and content-area structure. Suggestions for providing time include:
    - Placing substitutes in classrooms in ½ day increments so that teachers can work in grade level/content area groups
    - Shaving 15 minutes off each workday to compensate for longer work sessions on subsequent days
    - Using state and local teacher planning days
    - Scheduling a balanced calendar to provide for additional work days throughout the school year
- 

**How Will My Performance Be Assessed?**

You will complete a Final Assessment to demonstrate your ability to perform Unpacking Standards, Stage 1 Prior to completing the Assessment, you will be given multiple opportunities to practice, get feedback, and gain confidence in your ability to meet the objective.

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**What Do I Do Next?**

Turn the page to review the Final Assessment for this module.

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# Final Assessment

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## **Beginning With the End in Mind**

Research about effective assessment of performance, in schools and elsewhere, tells us that the learner always performs better when they are given the chance to “begin with the end in mind” – that is, when they know what they are expected to do, and what standards they are to meet. For that reason, GLIS performance-based modules always list the Final Assessment in the front of the module for your reference.

**Please review the Final Assessment in its entirety in order to become familiar with what you will be expected to accomplish in order to complete this module.**

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## **Can I Take the Final Assessment Now?**

Reviewing the Final Assessment will ensure that you understand the knowledge, skills and behaviors that are being taught and tested in this module. It will help you gauge your current level of performance against what will be expected of you by the end of the module. This will help you know which areas to concentrate on as you work through the module.

If you feel that you are already proficient in the knowledge, skills and behaviors needed to pass the Final Assessment, you may perform the Final Assessment now. If your performance on the Final Assessment meets all the criteria, you can “test out” of this module.

Or, if you feel you need more learning and practice before trying the Final Assessment, continue working your way through the module.

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**About this Final Assessment**

There are 2 differences between this module's Practices and its Final Assessment:

1. In Practices, you will perform independently to learn the process. In the Final Practice and the Final Assessment, you will be leading a team through the process you have learned. The **Feedback Form** is used to evaluate your performance in the Final Practice and Final Assessment only; you will not find one in the Practice sections.
2. In Practices, we have provided **Worksheets** that guide you in working through the process you are learning. However, no Worksheet is provided for the Final Assessment. Based on your knowledge of the process, you should create your own agendas, lists, notes, etc. using whatever media you wish; or you may copy or adapt the Worksheets you used in the Practices.

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**Requirements**

This assessment must be:

- Performed in an actual school environment
- Performed with a team of teachers and staff (or other leaders)
- Observed by a Leadership Coach

In order to be entered into your Portfolio, your performance / evidence must:

- Meet the criteria listed on the Final Assessment Performance Checklist
  - Earn a rating of 3 or 4 on the Final Assessment Feedback Form
-

**When Can I Add to My Portfolio?**

If your Coach feels you need more practice, repeat the appropriate Topics and/or Practices in this module until you both are satisfied that you are ready to take the Final Assessment again.

When (1) your performance meets all the listed criteria, and (2) your Coach rates your performance as “3/Proficient” or higher, you may enter the following items into your Portfolio:

- Evidence of performance
- Final Assessment Performance Checklist
- Final Assessment Feedback Form
- Any additional artifacts you wish to include (video or audio tape, participant feedback, etc.)

You are encouraged to continue practicing and performing this task until you achieve a rating of “Distinguished” and then to update your Portfolio with those evidentiary items.

Once you have satisfied the requirements for this module, work with your Coach to update your portfolio and discuss the next steps in your learning path.

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**How to Complete  
this Final  
Assessment**

1. Gain permission from your supervisor or Coach to complete the Final Assessment in a school setting.
2. Schedule the date, time and location of your session – one that works for you, your Coach, and the teachers / staff / leaders who will participate.
3. Invite the participants (or, your Coach may prefer to invite them).
4. Provide your Coach with a copy of the Final Assessment Performance Checklist and Final Assessment Feedback Form for this activity, as well as the Coach's Guide (if available).
5. Prepare any other materials or information that you and your participants need to have with you on the day of the activity.
6. Prepare to perform by reviewing the content, Step-Action Tables, Practice Worksheets, and the Performance Criteria for all of the topics in this module.
7. When you are ready, perform the Final Assessment in the school setting and with your Coach observing.
8. Obtain feedback from your Coach about your performance and your next steps.

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**What Do I Do  
Next?**

Turn the page to review the Final Assessment. If you are ready, work through the Final Assessment.

Or, skip to the first Topic in this module.

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**Final Assessment Scenario**     You are a school leader who needs to have your team unpack one of the new Georgia Performance Standards. Convene a team to work with you (ideally, these participants will be peers from your real school or district organization). Facilitate your team to collaboratively unpack the standard below through “Stage 1 – Identifying the Desired Results” :

**Georgia Performance Standard # ELA8RC2**  
(Georgia DOE, [www.gastandards.org](http://www.gastandards.org))

***The student participates in discussions related to curricular learning in all subject areas. The student:***

- a. Identifies messages and themes from books in all subject areas.***
- b. Responds to a variety of texts in multiple modes of discourse.***
- c. Relates messages and themes from one subject area to those in another area.***
- d. Evaluates the merits of texts in every subject discipline.***
- e. Examines the author’s purpose in writing.***
- f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).***



## Final Assessment Performance Checklist

**Performer's Name:** \_\_\_\_\_

**Coach's Name:** \_\_\_\_\_

**Date of Performance:** \_\_\_\_\_

Performance Evidence	Present?	Meets Criteria?
1. The standard is analyzed for key concepts	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Major concepts and phrases in the standard are underlined
2. A Big Idea is written	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The Big Idea(s) are written in sentence and/or bullet format  <input type="checkbox"/> Additional notes for clarity may be included.
3. A Topical Enduring Understanding statement is written	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The statement is written in sentence format  <input type="checkbox"/> The statement answers the question, "What key points should the learner remember / know / be able to do 10 years from now?"  <input type="checkbox"/> The statement is not vague or trite
4. An Overarching Enduring Understanding statement is written	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The statement is written in sentence format  <input type="checkbox"/> The statement answers the questions:  <div style="margin-left: 20px;">           "What is the moral of this story?"             "What key concept transcends this standard, to apply to other similar situations?"             "What key concept will provide depth of insight and intuition into the content of this standard?"         </div> <input type="checkbox"/> The statement is not vague or trite

Leading a Team to Unpack Curriculum Standards, Stage 1: Identifying Desired Results

- |   |   |   |
|---|---|---|
| 5. An Essential Question is written                       | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <input type="checkbox"/> The declarative statement of the standard is turned into interrogative statements<br><br><input type="checkbox"/> The question applies to the standard in its entirety   |
| 6. One or more Key Questions are written                  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <input type="checkbox"/> Declarative statements are made by turning each of the elements into an interrogative statement<br><br><input type="checkbox"/> The Key Questions apply to the element-level of the standard (rather than the standard as a whole)<br><br><input type="checkbox"/> There is, at least, one Key Question for each of the elements of the standard |
| 7. Indicators of what students should KNOW are identified | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <input type="checkbox"/> Nouns, noun phrases, and adjectives have been highlighted<br><br><input type="checkbox"/> A statement of (or bullets listing) what students should KNOW has been written   |
| 8. Indicators of what students should DO are identified   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <input type="checkbox"/> Verbs/verb forms in the standard are highlighted<br><br><input type="checkbox"/> A statement of (or bullets listing) what students should DO has been written<br><br><input type="checkbox"/> The action and its receiver are identified   |

## Final Assessment Feedback Form (page 1 of 2)

**Performer's Name:** \_\_\_\_\_

**Coach's Name:** \_\_\_\_\_

**Date of Performance:** \_\_\_\_\_

Performance Levels			
1	2	3	4
<b>Emerging</b> Needs Study and Practice  <i>Few or none of the desired behaviors were adequately displayed.</i>	<b>Developing</b> Needs Practice  <i>Some but not all of the desired behaviors were adequately displayed.</i>	<b>Proficient</b> Meets Criteria and Expectations  <i>All desired behaviors were displayed and performed correctly.</i>	<b>Distinguished</b> Could be Used as a Model to Teach Others
		<b>Eligible for Portfolio</b>	

How effective was the performer in:		Rating				
1.	Facilitating group interaction and managing participation?	1	2	3	4	NA
2.	Assisting the group to meet the criteria for the task(s) at hand?	1	2	3	4	NA
3.	Modeling appropriate leadership behaviors?	1	2	3	4	NA
4.	Teaching others how to perform the task(s) at hand?	1	2	3	4	NA
5.	Presenting information clearly, concisely, and professionally?	1	2	3	4	NA
6.	Leveraging / integrating technology to increase effectiveness?	1	2	3	4	NA
7.	Motivating / encouraging others to achieve success?	1	2	3	4	NA
8.	Using group processes to achieve desired session results?	1	2	3	4	NA

***Turn the page to provide additional written feedback (required).***

## Final Assessment Feedback Form (page 2 of 2)

**Performer's Name:** \_\_\_\_\_

**Coach's Name:** \_\_\_\_\_

**Date of Performance:** \_\_\_\_\_

If any element was rated less than 3, what needs to be done to score a 3? To score a 4?

What greatest strengths did the leader exhibit through this performance?

What could be done to improve this aspiring leader's performance? (Including any criteria on the Performance Checklist that were missed.) Be specific.

Were there any significant leadership issues that must be rectified (by additional practice and assessment) before entering this evidence into the Portfolio?

## Topic #1: Identifying the Big Idea

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### Identifying the Big Idea

The “Big Ideas” within a curriculum standard define what the student should know and be able to do to master the standard, by disaggregating it into small bytes of learning - primary concepts that help to organize the content. Big Ideas refer to the major concepts, themes, issues, debates, processes, assumptions or perspectives that are connected and which should be fully understood when the standard has been mastered. Big Ideas guide the teacher and the student to discover what is essential and universal about the curriculum content. (Wiggins and McTighe, Understanding by Design, p. 48.)

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### Why Should the Big Idea be Identified?

When you identify the Big Idea, you will connect important facts, skills or concepts into a larger framework of learning. In identifying the Big Idea, you are dividing the standard into smaller concepts to make learning more manageable to grasp so that when each is learned the pieces can be re-connected for broader understanding of the full standard. Big Ideas provide relevance and priority to the learning in a particular topic of study and serve as an organizer to the sequence for learning the various components. After you have identified the Big Ideas, you may want to add notes to clarify the intent of the standard for yourself.

---

### Tips

- You can write the Big Ideas either in a bulleted or a narrative format.
  - Although a general rule of thumb is that the major concepts must be identified solely from the standard, you sometimes need to look to the elements for additional information to support the desired results of the standard.
  - Your Big Ideas should not “cover” the material; rather they should serve to “uncover” knowledge. (Adapted from Wiggins, McTighe)
- 

### How Do I Do It?

Use the Step-Action Table (starting on the next page) to work through the process.

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<b>Step-Action Table – Identifying the Big Idea</b>	
<b>Step</b>	<b>Action</b>
<b>Gather necessary materials</b>	<p>Obtain a copy of the specific standard you wish to “unpack.”</p> <p>If working with a team, you may wish to provide copies of the standard, as well as copies of any worksheets you may be using. You may also need a flipchart or whiteboard, markers, sticky notes, pencil and paper, etc.</p>
<b>Read the standard</b>	<p>Read the standard several times so that you are thoroughly familiar with it.</p> <p>If you are working with a team, you may wish to have one or more participants read it aloud, and discuss it.</p>
<b>Underline major concepts in the standard</b>	Underline phrases that represent major concepts in the standard.
<b>Identify the Big Idea</b>	<p>Analyze the standard, paying special attention to the underlined phrases, to identify one or more of the following:</p> <ul style="list-style-type: none"> <li>• Themes</li> <li>• Assumptions</li> <li>• Issues</li> <li>• Debates</li> <li>• Perspectives</li> </ul>
<b>Make Notes</b>	Make notes as needed to understand what the major concepts and phrases are stating, and what the standard requires of the performer.
<b>Write it down!</b>	Write down the Big Idea. Use bullets if that will help you to dissect the bytes of learning in to smaller pieces.

# Practice #1: Identifying the Big Idea

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## About this Practice

- This is a “partial practice” that helps you build just one of the skills that you will ultimately put together when you perform the Final Assessment.
  - Work through the Practice Scenario with a small team at least once.
  - Then, you may practice it with you as many additional times as desired before moving on to the next topic.
- 

## How To Complete the Practice

1. Feel free to refer back to the Step-Action Table as needed during this practice.
  2. Before you begin, review these items on the next few pages:
    - **How to Check Your Work** – this describes how you will know when you’ve completed the practice successfully and are ready to move on to the Assessment
    - **Practice Scenario** – this is the sample performance standard you will use to practice
    - **Practice Worksheet** – this is where you will record your work
    - **Performance Checklist** – this lists the criteria used to evaluate your work
  3. When you are ready, perform the task of unpacking standards and record your work on the Worksheet.
  4. When you have finished, return to **How to Check Your Work** to evaluate your performance and decide what to do next.
-

### How to Check Your Work

- First, review your results against the Performance Checklist to make sure you have produced all of the required evidence of performance, and that all evidence meets the criteria.
  - Then, turn to Appendix B to review the Sample Answers for this Practice. While your answers may not be exactly the same as those in the Sample, it provides a good example to compare your work to see if you are on track.
  - If your results did not meet all the criteria, as demonstrated in the Answer Key, you need more practice. Do one or more of the following:
    - Choose another type of school problem you have experienced in the past (or ask your Coach to suggest one), work through it again on your own, and check your work.
    - Assemble a group of peers to work through a scenario with you, and to help check your work and give you feedback on your performance.
    - Consult with your Coach for additional information, resources, feedback and suggestions, and practice ideas.
  - Once your results meet all of the Performance Criteria, work with your Coach to move on to the next Topic.
- 

### Practice Scenario

You have been assigned to unpack Georgia Performance Standard #ELA5W1. The standard is provided for you, in its entirety, on the next page. “Mark up” the standard as you work, as well as recording your results in the Worksheet.

***IMPORTANT: Make several photocopies of the next page, on which to “mark up” as you analyze the standard. You will use this same standard for all Practices in this module.***



*IMPORTANT: Before beginning to practice, make several copies of this page on which to take notes and “mark up” the standard. You will use the copies of this standard for all the Practices in this module.*

**Georgia Performance Standard # ELA5W1**  
(Georgia DOE, [www.gastandards.org](http://www.gastandards.org))

*The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student:*

- a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.*
- b. Writes texts of a length appropriate to address the topic or tell the story.*
- c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).*
- d. Uses appropriate structures to ensure coherence (e.g., transition elements).*

## Practice Worksheet – Identifying the Big Idea

Underline key phrases and concepts in the standard. List the key phrases you underlined below:

Write down the Big Idea in the space below, using sentence and/or bullet format.  
Make any notes that you need to help you further understand what is required for students to know and be able to do.

## Performance Checklist - Identifying the Big Idea

Performance Evidence	Present?	Meets Criteria?
1. The standard is analyzed for key concepts	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Major concepts and phrases in the standard are underlined
2. A Big Idea is written	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The Big Idea(s) are written in sentence and/or bullet format <input type="checkbox"/> Additional notes for clarity may be included

***If the evidence of your performance meets all of the listed criteria, you are ready to move on to the next topic. If not, continue studying, practicing and/or working with your Coach then try it again.***

## Topic #2: Identifying Enduring Understandings

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### What is an Enduring Understanding?

An Enduring Understanding is “a **full sentence declaration or generalization specifying what we want students to understand about the Big Idea**,” according to the Georgia Department of Education. They are the deep conceptual understandings at the heart of each standard. (Understanding by Design, p. 47)

An Enduring Understanding is often written as a generalization and is considered the “moral of the story.” (Wiggins, McTighe)

There are two types of Enduring Understandings:

- **Topical Enduring Understandings** are general statements that are directly related to the subject or topic of the standard.
  - **Overarching Enduring Understandings** are generalized statements that go beyond the specifics of the standard, to state transferable insights that transcend to similar situations.
- 



Turn to Appendix A to see examples of the Topical and Overarching Enduring Understandings that were identified from our case study standard.

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### Why Must Enduring Understandings be Identified?

The Enduring Understanding helps you understand the complexity of the standard. It defines in a succinct statement what you should remember long term relative to the depth of learning required by the standard. Some trainers indicate that the Enduring Understanding will be the statement of learning “that a learner will remember **ten years** after the teaching took place”.

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**Why are Enduring Understandings Important to Unpacking Standards?**

To develop Enduring Understandings you must understand how to formulate generalizations, concepts and principles which are patterns of living that transfer across cultures and conventional wisdom. The Enduring Understanding will help you get to the heart of what the standard is trying to convey. Enduring Understandings add informative connections to your learning that transcend the basic understanding of the standard. Enduring Understandings help you to analyze the standard for depth of understanding so that your students will have a greater grasp on what they should know and be able to do to master the standard.

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**How Do I Do It?**

Use the Step-Action Table (starting on the next page) to work through the process.

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<b>Step Action Table – Identifying Enduring Understandings</b>	
<b>Step</b>	<b>Action</b>
<b>Review the Big Ideas</b>	Review the Big Idea(s) identified for the standard.
<b>Identify a Topical Enduring Understanding</b>	<p>Use the Big Ideas to draft a Topical Enduring Understanding about the content that clearly states what students should understand about the standard.</p> <p>Ask yourself:</p> <ul style="list-style-type: none"> <li>• What key points should the learner remember / know / be able to do 10 years from now?</li> </ul> <p>The statement you come up with should not be vague or trite.</p>
<b>Write down the Topical Enduring Understanding</b>	Write down your statement in the form of a sentence that begins with, "The student will understand that..."
<b>Identify an Overarching Enduring Understanding</b>	<p>Using the inquiry method, draft an Overarching Enduring Understanding from the standard.</p> <p>Ask yourself:</p> <ul style="list-style-type: none"> <li>• What is the moral of this story?</li> <li>• What key concept transcends this standard, to apply to other similar situations?</li> <li>• What key concept will provide depth of insight and intuition into the content of this standard?</li> </ul>
<b>Write down the Overarching Enduring Understanding</b>	Write down your statement in the form of a sentence that begins with, "The student will understand that..."

## Practice #2: Identifying Enduring Understandings

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### About this Practice

- This is a “partial practice” that helps you build just one of the skills that you will ultimately put together when you perform the Final Assessment.
  - Work through the Practice Scenario with a small team at least once.
  - Then, you may practice it as many additional times as desired before moving on to the next topic.
- 

### How To Complete the Practice

1. Feel free to refer back to the Identifying Step-Action Table as needed during this practice.
  2. Before you begin, review these items on the next few pages:
    - **How to Check Your Work** – this describes how you will know when you’ve completed the practice successfully and are ready to move on to the Assessment
    - **Practice Scenario** – this is the sample performance standard you will use to practice
    - **Practice Worksheet** – this is where you will record your work
    - **Performance Checklist** – this lists the criteria used to evaluate your work
  3. When you are ready, perform the task of unpacking standards and record your work on the Worksheet.
  4. When you have finished, return to **How to Check Your Work** to evaluate your performance and decide what to do next.
-

**How to Check Your Work**

- First, review your results against the Performance Checklist to make sure you have produced all of the required evidence of performance, and that all evidence meets the criteria.
  - Then, turn to Appendix B to review the Sample Answers for this Practice. While your answers may not be exactly the same as those in the Sample, it provides a good example to compare your work to see if you are on track.
  - If your results did not meet all the criteria, as demonstrated in the Answer Key, you need more practice. Do one or more of the following:
    - Choose another type of school problem you have experienced in the past (or ask your Coach to suggest one), work through it again on your own, and check your work.
    - Assemble a group of peers to work through a scenario with you, and to help check your work and give you feedback on your performance.
    - Consult with your Coach for additional information, resources, feedback and suggestions, and practice ideas.
  - Once your results meet all of the Performance Criteria, work with your Coach to move on to the next Topic, Developing Enduring Understandings.
- 

**Practice Scenario**

Continue analyzing standard #ELA5W1, which you began working on in the previous Practice. Continue to “mark up” your photocopy of the standard as you work, as well as recording your results in the Worksheet.



## Practice Worksheet – Identifying Enduring Understandings

What key points should the learner remember / know / be able to do 10 years from now?

Write down a Topical Enduring Understanding for this standard, in sentence format.

*The student will understand that...*

What is the moral of this story? What key concept transcends this standard, to apply to other situations? What key concept will provide depth of insight and intuition into the concept of this standard?

Write down an Overarching Enduring Understanding for this standard, in sentence format.

*The student will understand that...*

## Performance Checklist – Identifying Enduring Understandings

Performance Evidence	Present?	Meets Criteria?
1. A Topical Enduring Understanding statement is written	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The statement is written in sentence format <input type="checkbox"/> The statement answers the question, "What key points should the learner remember / know / be able to do 10 years from now?" <input type="checkbox"/> The statement is not vague or trite
2. An Overarching Enduring Understanding statement is written	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The statement is written in sentence format <input type="checkbox"/> The statement answers the questions: <p>"What is the moral of this story?"</p> <p>"What key concept transcends this standard, to apply to other similar situations?"</p> <p>"What key concept will provide depth of insight and intuition into the content of this standard?"</p> <input type="checkbox"/> The statement is not vague or trite

***If the evidence of your performance meets all of the listed criteria, you are ready to move on to the next topic. If not, continue studying, practicing and/or working with your Coach then try it again.***

## Topic #3: Writing Essential and Key Questions

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### **What are Essential Questions and Key Questions?**

Essential and Key Questions “form the infrastructure of the content that you will be teaching and learning,” (Understanding by Design, p. 48). Essential and Key Questions go to the heart of a discipline or content area to give teachers and student cues about how to inquire into the essential meanings and understanding.

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### **What is the Difference Between Essential and Key Questions?**

Researchers differentiate between Essential Questions and Key Questions by targeting the Essential Question at the Standard level and the Key Questions at the Element level. Therefore, when you address the broader Essential Question you will also be addressing the standard. Similarly, when you answer the Key Questions, you will also be addressing each of the elements. The Understanding by Design model suggests that you will have two to five Key Questions per unit.

The Learning Focused Schools model emphasizes that the Essential Question is the overarching question “that encompasses the entire unit;” and that Lesson Essential Questions (often referred to as “Key” questions) are those that “provide essential understanding and concepts in the form of questions to be answered. (2005 Learning Focused Schools Solutions)

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### **How are Essential Questions and Key Questions Related?**

Both Essential Questions and Key Questions are intended to assist your students to probe more deeply into the meaning of the standard and the elements. You should insure that both types of questions ask provocative, high level questions to challenge the students to examine the standards and elements for a deeper and more meaningful learning experience. Essential Questions should spark inquiry and spur debate and discussion. Essential Questions also spur other questions that we call Key Questions. Key Questions should organize and target the learning by focusing on the elements.

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Turn to Appendix A to see examples of the Essential and Key Questions that were identified from our case study standard.

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**Why is Writing the Essential Question and Key Questions Important?**

Essential Questions stimulate the learner to consistently rethink Big Ideas, assumptions and prior knowledge. Your Essential Questions should lead to other important questions and should be designed to challenge your students' thinking about the overall concept. Essential Questions organize the learning for your students and focus instruction on key issues. A question demands an answer. Your Essential Question should be focused to query the overarching concept of the standard. Your Key Questions should ask questions that will cause your students to clearly focus on each of the elements.

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**What do Essential Questions and Key Questions Have to do With Unpacking Standards?**

You will link the Enduring Understanding and the Essential Question to help the learner "discover" the answer to the Essential Question. This will help your students learn the standard. Your Essential Questions should be open-ended and should use language appropriate to the students. Key Questions that you write should be sequenced so that learning flows through the process of answering the questions. Insure that students address each of the elements linked to the standard to a Key Question to insure that the students will learn the content within the standard and the elements.

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**How Do I Do It?**

Use the Step-Action Table (starting on the next page) to work through the process.

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<b>Step-Action Table – Writing Essential and Key Questions</b>	
<b>Step</b>	<b>Action</b>
<b>Read the Standard and the Elements</b>	Review the standard as written, as well as the Big Ideas and Enduring Understandings that you have identified.
<b>Write Essential Questions</b>	<p>Write one or more Essential Question that will query the conceptual framework of the standard to target the specific components of the standard.</p> <p>To write Essential Questions, turn the declarative statement of the standard into open-ended question statements.</p> <p>Compare the Essential Question(s) that you draft to the following criteria, adapted from <u>Understanding By Design</u> (Wiggins, McTighe, 2004):</p> <ul style="list-style-type: none"> <li>• “Provocative and arguable”</li> <li>• Designed to guide the inquiry into the Big Idea(s)</li> <li>• Intended to deepen students’ understanding</li> <li>• Design to raise other questions to clarify the full understanding of the standard</li> </ul>
<b>Write Key Questions</b>	<p>Leverage the Essential Question(s) you have drafted to spawn Key Questions that probe depth of understanding each of the elements of the standard.</p> <p>To write Key Questions, turn the declarative statement of each of the the elements into open-ended question statements.</p> <p>Compare the Key Question(s) that you draft to the following criteria, adapted from <u>Understanding by Design</u> (Wiggins, McTighe, 2004):</p> <ul style="list-style-type: none"> <li>• May focus on more than one element of the standard</li> <li>• Students should understand the question</li> <li>• Should be conceptual and substantial</li> <li>• The language should be in broad terms</li> <li>• Should be logical and sequential (<u>Learning Concepts</u>, Thompson)</li> </ul>

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## Practice #3: Writing Essential and Key Questions

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### About this Practice

- This is a “partial practice” that helps you build just one of the skills that you will ultimately put together when you perform the Final Assessment.
- Work through the Practice Scenario with a small team at least once.
- Then, you may practice it as many additional times as desired before moving on to the next topic.

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### How To Complete the Practice

Feel free to refer back to the Step-Action Table as needed during this practice.

Before you begin, review these items on the next few pages:

- **How to Check Your Work** – this describes how you will know when you’ve completed the practice successfully and are ready to move on to the Assessment
- **Practice Scenario** – this is the sample performance standard you will use to practice
- **Practice Worksheet** – this is where you will record your work
- **Performance Checklist** – this lists the criteria used to evaluate your work

When you are ready, perform the task of unpacking standards and record your work on the Worksheet.

When you have finished, return to **How to Check Your Work** to evaluate your performance and decide what to do next.

---

**How to Check Your Work**

- First, review your results against the Performance Checklist to make sure you have produced all of the required evidence of performance, and that all evidence meets the criteria.
  - Then, turn to Appendix B to review the Sample Answers for this Practice. While your answers may not be exactly the same as those in the Sample, it provides a good example to compare your work to see if you are on track.
  - If your results did not meet all the criteria, as demonstrated in the Answer Key, you need more practice. Do one or more of the following:
    - Choose another type of school problem you have experienced in the past (or ask your Coach to suggest one), work through it again on your own, and check your work.
    - Assemble a group of peers to work through a scenario with you, and to help check your work and give you feedback on your performance.
    - Consult with your Coach for additional information, resources, feedback and suggestions, and practice ideas.
  - Once your results meet all of the Performance Criteria, work with your Coach to move on to the next Topic.
- 

**Practice Scenario**

Continue analyzing standard #ELA5W1, which you began working on in the previous Practices. Continue to “mark up” your photocopy of the standard as you work, as well as recording your results in the Worksheet.

## Practice Worksheet – Writing Essential and Key Questions

Write at least one open-ended Essential Question that applies to the entire standard in the space below.

Write at least one Key Question to apply to each of the elements of the standard in the space below. You may write additional questions for some elements, and/or additional Key Questions that apply to several elements and the standard itself.

State some of the important differences between the Essential Question and the Key Questions for the standard and elements you have selected.



## Performance Checklist – Writing Essential and Key Questions

Performance Evidence	Present?	Meets Criteria?
1. An Essential Question is written	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The declarative statement of the standard is turned into interrogative statements  <input type="checkbox"/> The question applies to the standard in its entirety
2. One or more Key Questions are written	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Declarative statements are made by turning each of the elements into an interrogative statement  <input type="checkbox"/> The Key Questions apply to the element-level of the standard (rather than the standard as a whole)  <input type="checkbox"/> There is, at least, one Key Question for each of the elements of the standard

***If the evidence of your performance meets all of the listed criteria, you are ready to move on to the next topic. If not, continue studying, practicing and/or working with your Coach then try it again.***

## Topic #4: Identifying Knowledge and Skills

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### Knowledge and Skills Needed to Master the Standard

You will find it important in the teaching and learning process to discover what students should know and be able to do. Both knowledge and skills involve getting students to construct meaning and organize information. Each of these aspects of the standard is important – and, it is important to differentiate one from the other.

- **Knowledge** is what the student should know once they have mastered the standard. Knowledge includes such constructs as:
    - Definitions
    - Formulas
    - Rules
    - Principles
    - Sequence and timelines
    - Critical details
    - Key factual information
    - Important events
    - Concepts
  - **Skills** are what the student should be able to do once they have mastered the standard. Skills include such constructs as:
    - Actions
    - Procedures (results like follow directions, establish a system, complete a process)
    - Thinking skills (results like analyzing, synthesizing, evaluating)
    - Research
    - Interpersonal / group skills
    - Study skills
    - Psychomotor skills
    - Basic skills
-



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Turn to Appendix A to see examples of the Knowledge and Skills that were identified from our case study standard.

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**Why is it necessary to Identify Knowledge and Skills ?**

When educational leaders and their teams identify knowledge and skills in standards, students will understand the performance and content they are expected to master. Mastery of content is the key not only to individual student achievement, which prepares students for successful lives, but for organizational success in the current environment of accountability for educators.

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**How Do I Do It?**

Use the Step-Action Table (starting on the next page) to work through the process.

---

<b>Step-Action Table – Identifying Knowledge and Skills</b>	
<b>Step</b>	<b>Action</b>
<b>Review the standard and previous unpacking products</b>	Read and analyze the standard to understand specifically what is being stated. Review the Big Idea, Enduring Understandings, and Essential and Key Questions.
<b>Determine what students are expected to KNOW</b>	<p>Identify all the nouns, noun phrases and adjectives within the standard and its elements.</p> <p>Use a highlighter pen to “mark up” these items on your copy of the standard.</p>
<b>Determine what students are expected to DO</b>	<p>Identify all the verbs and verb forms within the standard and its elements.</p> <p>Use a highlighter pen to “mark up” these items on your copy of the standard. Use a different colored pen than you used to highlight the noun phrases.</p>
<b>Check Your Work!</b>	Review the standard one more time to insure that all adjectives, nouns/noun phrases and verbs/verb forms have been identified within the standard.

# Practice #4: Identifying Knowledge and Skills

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## About this Practice

- This is a “partial practice” that helps you build just one of the skills that you will ultimately put together when you perform the Final Assessment.
  - Work through the Practice Scenario with a small team at least once.
  - Then, you may practice it as many additional times as desired before moving on to the next topic.
- 

## How To Complete the Practice

Feel free to refer back to the Step-Action Table as needed during this practice.

Before you begin, review these items on the next few pages:

- **How to Check Your Work** – this describes how you will know when you’ve completed the practice successfully and are ready to move on to the Assessment
- **Practice Scenario** – this is the sample performance standard you will use to practice
- **Practice Worksheet** – this is where you will record your work
- **Performance Checklist** – this lists the criteria used to evaluate your work

When you are ready, perform the Practice and record your work on the Worksheet.

When you have finished, return to **How to Check Your Work** to evaluate your performance and decide what to do next.

---

**How to Check  
Your Work**

- First, review your results against the Performance Checklist to make sure you have produced all of the required evidence of performance, and that all evidence meets the criteria.
  - Then, turn to Appendix B to review the Sample Answers for this Practice. While your answers may not be exactly the same as those in the Sample, it provides a good example to compare your work to see if you are on track.
  - If your results did not meet all the criteria, as demonstrated in the Answer Key, you need more practice. Do one or more of the following:
    - Choose another type of school problem you have experienced in the past (or ask your Coach to suggest one), work through it again on your own, and check your work.
    - Assemble a group of peers to work through a scenario with you, and to help check your work and give you feedback on your performance.
    - Consult with your Coach for additional information, resources, feedback and suggestions, and practice ideas.
  - Once your results meet all of the Performance Criteria, work with your Coach to move on to the next Topic.
- 

**Practice Scenario**

Continue analyzing standard #ELA5W1, which you began working on in the previous Practices. Continue to “mark up” your photocopy of the standard as you work, as well as recording your results in the Worksheet.

## Practice Worksheet – Identifying Knowledge and Skills

List the nouns, noun phrases, and adjectives that you highlighted in the standard.

Describe, in a sentence or a few bullets, what this standard expects the student to KNOW.

List the verbs and verb phrases that you highlighted in the standard.

Describe, in a sentence or a few bullets, what this standard expects a student to be able to DO.

Performance Checklist – Identifying Knowledge and Skills		
Performance Evidence	Present?	Meets Criteria?
1. Indicators of what students should KNOW are identified	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Nouns, noun phrases, and adjectives have been highlighted <input type="checkbox"/> A statement of (or bullets listing) what students should KNOW has been written
2. Indicators of what students should DO are identified	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Verbs/verb forms in the standard are highlighted <input type="checkbox"/> A statement of (or bullets listing) what students should DO has been written

***If the evidence of your performance meets all of the listed criteria, you are ready to move on to the Final Assessment.. If not, continue studying, practicing and/or working with your Coach then try it again.***



# Final Practice

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## What is Final Practice?

In the previous topics, you practiced “foundational skills” – sub-sets of skills related to Unpacking Standards, Stage I – Identifying Desired Results. In the Final Practice, you will “put it all together” by practicing all the skills, just as you will use them when you complete your Final Assessment.

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## About this Practice

- Complete the Final Practice at least once, and as many additional times as necessary – until you are confident you are prepared for the Final Assessment. Work with your Coach to get feedback about your performance and your readiness for Final Practice.
  - You will need a team of peers to assist you with this Practice. You will play the role of a leader facilitating a team through this process; your peers will play the role of the team.
-

**How To Complete the Practice**

1. Feel free to refer back to the Step-Action Tables in this module as needed during this Final Practice.
  2. Before you begin, review these items on the next few pages:
    - **How to Check Your Work** – this describes how you will know when you've completed the practice successfully and are ready to move on to the Assessment
    - **Final Practice Scenario** – this is this is a sample “case study” or word problem that provides the information you need to work through the practice
    - **Final Practice Worksheet** – this is where you will record your work
    - **Final Practice Performance Checklist** – this lists the criteria used to evaluate your work
    - **Final Practice Feedback Form** – this lists the leadership- and people-skills you will be expected to demonstrate while leading a team through the Final Practice
  3. When you are ready, perform the Final Practice and record your work on the Worksheet.
  4. When you have finished, return to **How to Check Your Work** to evaluate your performance and decide what to do next.
-

**How to Check Your Work**

- Review your results against the Performance Checklist to make sure you have produced all of the required evidence of performance, and that all evidence meets the criteria.
  - Then, turn to Appendix C to review the Sample Answers for this Practice. While your answers may not be exactly the same as those in the Sample, it provides a good example to compare your work to see if you are on track.
  - If your results did not meet all the criteria, you need more practice. Do one or more of the following:
    - Choose another type of school problem you have experienced in the past (or ask your Coach to suggest one), work through it again on your own, and check your work.
    - Assemble a group of peers to work through a scenario with you, and to help check your work and give you feedback on your performance.
    - Consult with your Coach for additional information, resources, feedback and suggestions, and practice ideas.
  - Once your results meet all of the Performance Criteria, work with your Coach to schedule your Final Assessment.
-

**Final Practice  
Scenario**

You have been assigned to unpack Georgia Performance Standard #M6N1. The standard is provided for you, in its entirety, on the next page. You and your team should “mark up” the standard as you work, as well as recording your results on the Worksheet. During discussions, you should also make use of a Flip Chart or Whiteboard to facilitate discussions and decisions among the team.

To conduct this session, you will need to prepare:

- One copy of the standard for each participant
- One copy of the Final Practice Worksheet for each participant

*NOTE: you are only required to provide one completed Worksheet as evidence of your Final Practice, but your participants may wish to have a copy on which to take notes during the session and/or to take home for reference.*

- 2 different colored highlighter pens, one set for each participant (or sets to be shared)
- Pencils and pens

**IMPORTANT:** Before beginning to practice, make several copies of this page on which to take notes and “mark up” the standard. You will use the copies of this standard for all the Practices in this module.

**Georgia Performance Standard # M6N1**  
(Georgia DOE, [www.georgiastandards.org](http://www.georgiastandards.org))

*Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and percents using these concepts to solve problems. Students will:*

- a. Use factors and multiples*
- b. Decompose numbers into their prime factorization (Fundamental Theorem of Arithmetic)*
- c. Determine the greatest common factor (GCF) and the least common multiple (LCM) for a set of numbers.*
- d. Multiply and divide fractions and mixed numbers.*
- e. Use fractions, decimals, and percents interchangeably.*
- f. Solve problems involving fractions, decimals, and percents and justify the process.*
- g. Evaluate expressions using the order of operations including exponents.*

## Final Practice Worksheet – Unpacking Curriculum Standards, Stage 1 – Identifying Desired Results

### *Identifying the Big Idea*

Underline key phrases and concepts in the standard. List the key phrases you underlined below:

Write down the Big Idea in the space below, using sentence and/or bullet format. Make any notes that you need to help you further understand what is required for students to know and be able to do.

### *Identifying Enduring Understandings*

What key points should the learner remember / know / be able to do 10 years from now?

Write down a Topical Enduring Understanding for this standard, in sentence format.

The student will understand that...

What is the moral of this story? What key concept transcends this standard, to apply to other situations? What key concept will provide depth of insight and intuition into the concept of this standard?

Write down an Overarching Enduring Understanding for this standard, in sentence format.

The student will understand that...

### ***Identifying Essential and Key Questions***

Write at least one open-ended Essential Question that applies to the entire standard in the space below.

Write at least one Key Question to apply to each of the elements of the standard in the space below. You may write additional questions for some elements, and/or additional Key Questions that apply to several elements and the standard itself.

State some of the important differences between the Essential Question and the Key Questions for the standard and elements you have selected.

### ***Identifying Knowledge and Skills***

List the nouns, noun phrases, and adjectives that you highlighted in the standard.

Describe, in a sentence or a few bullets, what this standard expects the student to KNOW.



List the verbs and verb phrases that you highlighted in the standard.

Describe, in a sentence or a few bullets, what this standard expects a student to be able to DO.

## Final Practice Performance Checklist

**Performer's Name:** \_\_\_\_\_

**Coach's Name:** \_\_\_\_\_

**Date of Performance:** \_\_\_\_\_

Performance Evidence	Present?	Meets Criteria?
1. The standard is analyzed for key concepts	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Major concepts and phrases in the standard are underlined
2. A Big Idea is written	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The Big Idea(s) are written in sentence and/or bullet format  <input type="checkbox"/> Additional notes for clarity may be included.
3. A Topical Enduring Understanding statement is written	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The statement is written in sentence format  <input type="checkbox"/> The statement answers the question, "What key points should the learner remember / know / be able to do 10 years from now?"  <input type="checkbox"/> The statement is not vague or trite
4. An Overarching Enduring Understanding statement is written	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The statement is written in sentence format  <input type="checkbox"/> The statement answers the questions:  "What is the moral of this story?"  "What key concept transcends this standard, to apply to other similar situations?"  "What key concept will provide depth of insight and intuition into the content of this standard?"  <input type="checkbox"/> The statement is not vague or trite

## Leading a Team to Unpack Curriculum Standards, Stage 1: Identifying Desired Results

- |   |   |   |
|---|---|---|
| 5. An Essential Question is written                       | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <input type="checkbox"/> The declarative statement of the standard is turned into interrogative statements<br><br><input type="checkbox"/> The question applies to the standard in its entirety   |
| 6. One or more Key Questions are written                  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <input type="checkbox"/> Declarative statements are made by turning each of the elements into an interrogative statement<br><br><input type="checkbox"/> The Key Questions apply to the element-level of the standard (rather than the standard as a whole)<br><br><input type="checkbox"/> There is, at least, one Key Question for each of the elements of the standard |
| 7. Indicators of what students should KNOW are identified | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <input type="checkbox"/> Nouns, noun phrases, and adjectives have been highlighted<br><br><input type="checkbox"/> A statement of (or bullets listing) what students should KNOW has been written   |
| 8. Indicators of what students should DO are identified   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No | <input type="checkbox"/> Verbs/verb forms in the standard are highlighted<br><br><input type="checkbox"/> A statement of (or bullets listing) what students should DO has been written<br><br><input type="checkbox"/> The action and its receiver are identified   |

## Final Practice Feedback Form (page 1 of 2)

**Performer's Name:** \_\_\_\_\_

**Coach's Name:** \_\_\_\_\_

**Date of Performance:** \_\_\_\_\_

Performance Levels			
1	2	3	4
<b>Emerging</b> Needs Study and Practice  <i>Few or none of the desired behaviors were adequately displayed.</i>	<b>Developing</b> Needs Practice  <i>Some but not all of the desired behaviors were adequately displayed.</i>	<b>Proficient</b> Meets criteria and expectations  <i>All desired behaviors were displayed and performed correctly.</i>	<b>Distinguished</b> Could be Used as a Model to Teach Others
		<b>Eligible for Portfolio</b>	

How effective was the performer in:	Rating				
1. Facilitating group interaction and managing participation?	1	2	3	4	NA
2. Assisting the group to meet the criteria for the task(s) at hand?	1	2	3	4	NA
3. Modeling appropriate leadership behaviors?	1	2	3	4	NA
4. Teaching others how to perform the task(s) at hand?	1	2	3	4	NA
5. Presenting information clearly, concisely, and professionally?	1	2	3	4	NA
6. Leveraging / integrating technology to increase effectiveness?	1	2	3	4	NA
7. Motivating / encouraging others to achieve success?	1	2	3	4	NA
8. Using group processes to achieve desired session results?	1	2	3	4	NA

**Turn the page to provide additional written feedback (required).**

## Final Practice Feedback Form (page 2 of 2)

Performer's Name:

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Coach's Name:

---

Date of Performance:

---

If any element was rated less than 3, what needs to be done to score a 3? To score a 4?

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What greatest strengths did the leader exhibit through this performance?

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What could be done to improve this aspiring leader's performance? (Including any criteria on the Performance Checklist that were missed.) Be specific.

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Were there any significant leadership issues that must be rectified (by additional practice and assessment) before entering this evidence into the Portfolio?

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***If the evidence of your performance meets all of the listed criteria, you are ready to move on to the Final Assessment. If not, continue studying, practicing and/or working with your Coach then try it again.***

# Appendix A: Sample Unpacked Standard

The standard and its elements, as originally written:

***Georgia Performance Standard # ELA10LSV2:***

***The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.***

The standard with key phrases and concepts underlined:

***The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.***

Big Ideas identified from the standard:

Big Ideas:

- Formulates judgments about oral and written communication in different media genres
- Makes presentations that are clear, distinct, focused, coherent / demonstrate reasoning
- Combines the four types of writing (narrative, exposition, persuasion, description) with the presentation

Enduring Understandings identified from the standard:

In order to meet the standard(s), students will understand that:

- 1) presentations demonstrate heightened student understanding. (Topical)
- 2) media effectively incorporates elements of literary analysis. (Topical)
- 3) visual and oral texts of different media presentations on the same issue and different individuals' presentations of a specific issue can differ according to audience and purpose. (Overarching)

Essential Questions derived from the standard:

To understand, students just consider such questions as:

- EQ1: How has the media impacted literature?
- EQ2: How does one analyze the rhetorical devices of speakers in media?

Key Questions derived from the standard:

- KQ1: How is society in the media different from society in Farm?
- KQ2: How are the emotional appeals in media similar to or different from the emotional appeals in Patrick Henry's speech?
- KQ3: What patterns of organization and persuasive language, reasoning, and proof set Henry's speech unique?

Knowledge and Skills identified in the standard:

- Formulate reasoned judgments about written and oral communication in various media
- Delivers focused, coherent, and polished presentations
- Convey clear and distinct perspective
- Demonstrate solid reasoning
- Combine traditional rhetorical strategies of narration, exposition, persuasion, and description

## Appendix B: Sample Answers for Practices #1 – 4

The standard with key phrases and concepts underlined:

**Georgia Performance Standard # ELA5W1:**

***The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student:***

- a. selects a focus, and organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements***
- b. writes texts of a length appropriate to address the topic or tell the story***
- c. uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question)***
- d. uses appropriate structures to ensure coherence (e.g., transition elements)***

Big Ideas identified from the standard:

- Produce writing
- Appropriate organizational structure
- Sets context
- Engages the reader
- Maintains focus throughout
- Signals closure



Enduring Understandings identified from the standard:

The student will understand that the details we choose to include, and the order in which we construct a personal narrative, can shape and define the meaning we communicate. (Topical)

The student will understand that literature is a vehicle through which creators of text communicate life experiences and help us to understand the nature of our world. (Overarching)

Essential Questions derived from the standard:

- How do creators of text communicate life experiences?
- How can I help other people understand the events of my life and what they mean to me?
- How can we find universal truths in the personal experiences of individuals and the stories they tell?

Key Questions derived from the standard:

- What do organizational structures – such as chronological order, cause and effect, similarity and difference, and posing and answering questions – look like in a narrative composition such as a fiction or non-fiction life story?
- How does the perspective or point of view of the narrative shape or define the details in a personal narrative?
- To what extent can fiction be “true” ?

Knowledge and Skills identified in the standard:

- Produces writing
- Establishes an appropriate organizational structure
- Sets a context
- Engages the reader
- Maintains a coherent focus
- Signals a satisfying closure

## Appendix C: Sample Answers for Final Practice

The standard with key phrases and concepts underlined:

***Georgia Performance Standard # M6N:***

***Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and percents using these concepts to solve problems.***

***Students will:***

- b. Use factors and multiples***
- b. Decompose numbers into their prime factorization (Fundamental Theorem of Arithmetic)***
- c. Determine the greatest common factor (GCF) and the least common multiple (LCM) for a set of numbers.***
- d. Multiply and divide fractions and mixed numbers.***
- e. Use fractions, decimals, and percents interchangeably.***
- f. Solve problems involving fractions, decimals, and percents and justify the process.***
- g. Evaluate expressions using the order of operations including exponents***

Big Ideas identified from the standard:

- Addition, subtraction, multiplication, division
- Positive rational numbers
- percents
- Use of concepts to solve problems

Enduring Understandings identified from the standard:

- The relationships and rules that govern whole numbers govern all rational numbers. (Topical)
- In order to add and subtract fractions, we must have like denominators. (Topical)
- When we multiply one number by another, we may get a product that is bigger than the original number, smaller than the original number, or equal to the original number. (Overarching)
- When we divide one number by another, we may get a quotient that is bigger than the original number, smaller than the original number, or equal to the original number. (Overarching)

Essential Questions derived from the standard:

- How can I tell which form of a rational number is most appropriate in a given situation?
- When I use different arithmetic operations, is there a way to be sure my answer is correct?

Key Questions derived from the standard:

- When I multiply two fractions, how can I be sure my answer is correct?
- When I subtract two fractions, how can I be sure my answer is correct?
- How do I find the common denominator?
- When I divide one number by another number, do I always get a quotient smaller than my original number?
- When I multiply one number by another number, do I always get a product bigger than my original number?

Knowledge and Skills identified in the standard:

- Use factors and multiples
- Determine greatest common factor and least common multiple
- Multiply and divide fractions and mixed numbers
- Use fraction, decimals and percents
- Solve problems involving fractions, decimals and percents

## Appendix D: Suggestions for Conducting Practices with School-based Teams

You may wish to conduct a series of meetings, each focused on one Topic / Practice

- Leader should issue a memo listed date / time / location of the meeting.
- Instruct teachers to sit by grade level, then by content area (if possible).
- Materials to have on hand:
  - poster paper or flip charts, markers
  - standards for various grade levels and content areas in attendance
  - instructional materials related to standards (text books, etc.)
- Suggested Agenda:
  - Purpose of the meeting (Unpack Standards – The Big Ideas)
  - Share relevant research:
    - Robert Marzano, 2004: What Works in Schools
    - Grant Wiggins, Jay McTighe: Understanding by Design
  - Discuss stages of Unpacking Standards:
    - Stage 1 = Identifying Desired Results
    - Stage 2 = Assessment
    - Stage 3 = Instructional Design
  - Review Topic and Step-Action Table
  - Work through Practice in grade level / content area teams
  - Share experiences and results of Practice as a whole group
  - Conclude the meeting, indicating date of next meeting

## Recommended Reading & Resources

McTighe, Jay & Wiggins, Grant. (2004). Understanding by Design Professional Development Workbook. Alexandria, VA: ASCD.

Marzano, Robert J. (2003). What Works in Schools. Alexandria, VA: ASCD.

Brown, John L. (2004). Making the Most of Understanding by Design. Alexandria, VA: ASCD.

Glatthorn, Allan A. et al (1998). Performance Assessment and Standards-Based Curricula: The Achievement Cycle. Gardiner, NY: Richard H. Adin Freelance Editorial Services.

Thompson, Max & Thomason, Julia. Learning Focused Schools Strategies Notebook. Boone North Carolina: Learning Concepts, Inc.

Georgia Department of Education: Georgia Performance Standards Training Sessions and Materials (2005) Atlanta, GA

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